

Pae Tata: Whakamana i Te Tiriti o Waitangi Domain & Te Aka Matua | Māori Strategic Framework GUIDE



BACKGROUND

The Office of the Deputy Vice-Chancellor Māori (ODVCM) oversees the strategic implementation of the Whakamana i Te Tiriti o Waitangi (Te Tiriti) Domain of Pae Tata | Strategic Plan to 2030 and Te Aka Matua | Māori Strategic Framework 2030 (MSF).

Te Tiriti Domain Plan integrates and is built on the firm foundations of the MSF, which was first launched in 2007. Pae Tata, the Te Tiriti Domain especially, informs the new direction of Ōtākou Whakaihū Waka to become a Te Tiriti-led university, as committed to in Vision 2040 and reinforced through our Mana-to-Mana Agreement – Te Kaha Uia Te Kaha – signed with Kā Rūnaka o Ōtākou in 2025. We are on our way to achieving this, but we must ensure our efforts are purposeful, intentional, coordinated, and collaborative. This places a greater degree of responsibility on our people (i.e., kaimahi/staff) to contribute to the advancement of Te Tiriti related priorities across all Domains and Enabling Plans of Pae Tata within their respective spheres of influence.

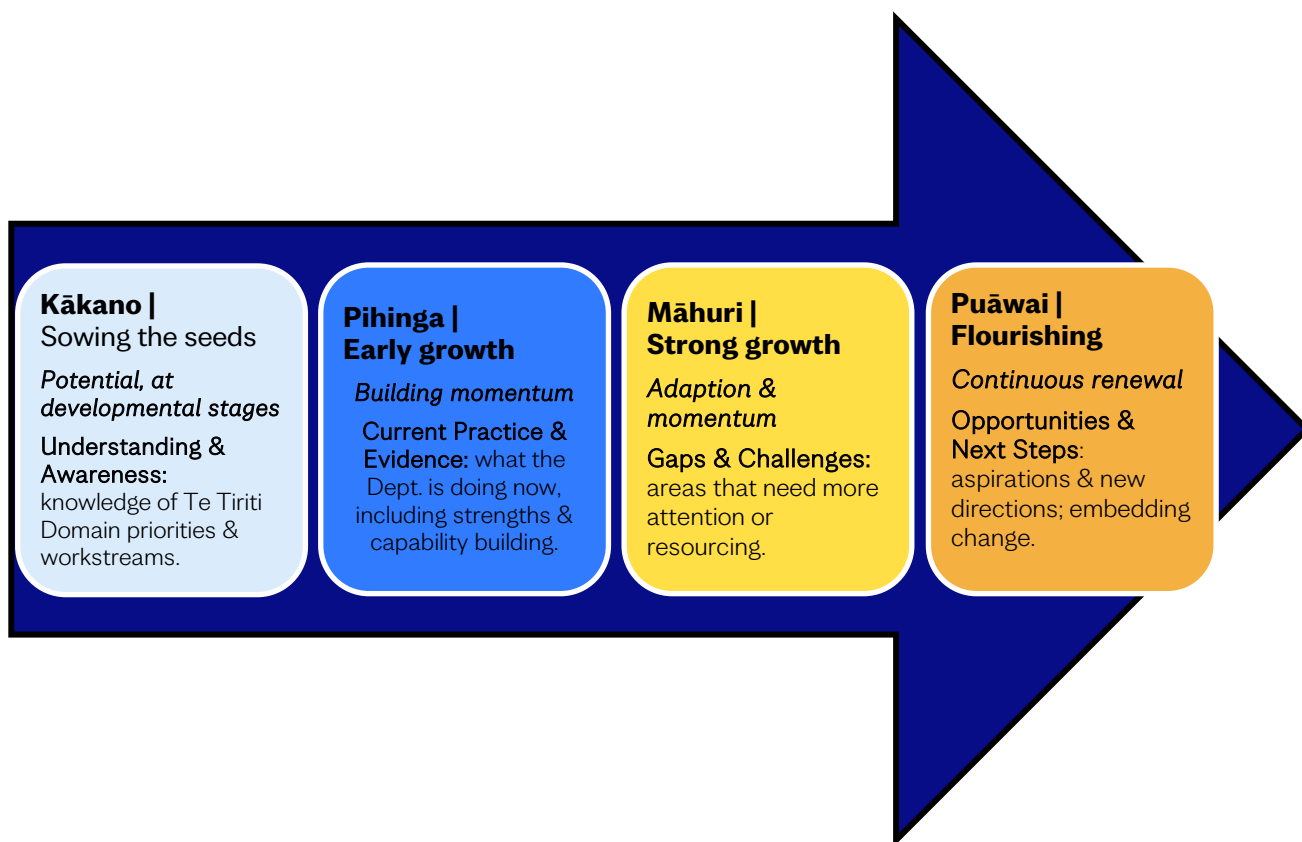
PURPOSE OF THIS GUIDE

This guide for the Pae Tata Te Tiriti Domain supports our leaders and staff as they prepare for Quality Assurance Self-Reviews. It provides prompts to reflect on progress in relation to the University's strategic commitments with particular focus on Te Tiriti Domain Action Plans developed by Academic Divisions in 2025. Providing examples of initiatives that have impact or illustrate progress made on the goals of these Action Plans, however small those may be, is encouraged. A developmental 'poutama' (progressive levels of learning) is included in this guide as a framework to monitor incremental progress towards the achievement of our strategic priorities – he waka eke noa, ki te hoe.

Ko te pae tawhiti, whāia kia tata
Ko te pae tata, whakamaia kia tina

FRAMEWORK FOR SELF-REVIEW

This guiding framework provided here is based on four developmental stages, each of which show current state reporting and can be used to show progression ‘along’ a continuum using the metaphor of growth, from the stages of a seed (kākano) to the full flourishing of the plant (puāwai), a cycle of continuous renewal.



GENERAL REFLECTION

How would you describe your department’s progress toward becoming Te Tiriti-led?

REFLECTIVE PROMPTS

Kākano: Sowing the Seed

1. How well do your staff understand Te Tiriti priorities, values, and expectations outlined in the Te Tiriti Domain Plan of Pae Tata and your Divisional Action Plan?
2. In what ways is your area beginning to align your work, committees, curriculum, or internal processes with Te Tiriti-aligned values? What early actions can you point to?
3. What resources, knowledge, or capability does your area still need to build before you can confidently embed te ao Māori in your work?
4. How are you ensuring your staff have access to foundational training (e.g., Te Rito) and opportunities to understand their own cultural identities?

Pihinga: Early Growth

1. Where can you demonstrate early examples of successfully incorporating Te Tiriti-aligned practice in your teaching, support, leadership structures research or daily work?
2. How are pathways to achieving Te Tiriti outcomes becoming clearer to you, and how well are these pathways understood across your team?
3. What evidence shows developing capability in your area in relation to te ao Māori, e.g.: staff training (Te Rito), Māori content in programmes, strengthened networks, departmental processes?
4. How are you supporting Māori staff, students and/or communities through mentorship, networks, partnerships, support services (e.g., Te Huka Mātauraka, Kōhatu, etc.) or inclusive departmental practices? What indications show that this is starting to have a positive impact?

Māhuri: Strong Growth

1. How are we proactively shaping and leading Te Tiriti-aligned initiatives in our area, and how are we supporting others to do so?
2. What changes in curriculum, leadership, research, internal operations or departmental processes show a shift towards embedded mātauranga Māori and te ao Māori?
3. How do you capture the number of Māori staff and students in your department, and monitor Māori student engagement and completion rates? How do you ensure Māori students know about your Divisional Māori students' association and Kaiāwhina Māori support available to them?
4. What formal or informal processes help your area evaluate your progress, identify capability gaps or monitor how well you are meeting outcomes for Māori (i.e., students, staff, communities, etc.)?
5. How are you collaborating with hapū, iwi or other Māori entities to support or advance research that matters to Māori communities?

Puāwai: Flourishing

1. How does your leadership structures or decision-making processes demonstrate a meaningful shift toward a Te Tiriti-led approach in your area?
2. What evidence shows equitable Māori leadership, participation, and/or involvement in your staffing, research, curriculum development and student experience processes?
3. How do you systematically monitor and review outcomes for Māori staff and students, and what improvements, innovations or achievements have resulted from this?
4. In what ways is your area contributing to the strengthening of the University's partnership with mana whenua? How do you ensure your teaching, research and/or service contributes to Māori imperatives, either locally or nationally?

HOW TO USE THIS GUIDE

This self-review is an opportunity to reflect on and demonstrate best practice through examples or case studies, including the identification of gaps in your area's journey toward supporting the University's commitment to become a Te Tiriti-led institution by 2040. Your reflections will assist

review panels to provide commendations and recommendations that will guide and further strengthen continuous improvement in your department.

Office of the Deputy Vice-Chancellor Māori
April 2026



CONTINUOUS IMPROVEMENT: WHAKAMANA I TE TIRITI O WAITANGI

VARIABLE	Kākano Sowing the Seed <i>Potential</i>	Pihinga Early Growth <i>Building momentum</i>	Māhuri Strong growth <i>Strong momentum</i>	Puāwai Flourishing <i>Continuous renewal</i>
Current State: examples of progress and implementation (not all will be relevant and there will be many examples unique to each department).	Our staff are aware of the priorities and workstreams of the Pae Tata Whakamana i Te Tiriti o Waitangi ("Te Tiriti") Domain, and these are reflected in our planning. We seek advice and guidance from Māori staff in our area to help inform departmental academic, research, service and administrative processes. We have started a review of our curriculum and/or processes to increase te ao Māori perspectives and pedagogies. All staff have enrolled in and started Te Rito Bicultural Training. We are reporting on the numbers of Māori staff and students to show achievements across key Te Tiriti priorities. How do you ensure Māori students know about your Divisional Māori students' association, Kaiāwhina Māori support and other services available to them?	We are becoming more comfortable with and have exemplars of successful initiatives and approaches set out in our department/Divisional Te Tiriti Domain Action Plan; our department is actively working to implement these. We utilise the expertise of Māori staff in our area to inform departmental academic, research, service and administrative processes. At least 50% of all staff and 100% of all leadership have completed the modules (Courses 1-7) and wānanga of Te Rito. We are using the reporting on the number of Māori staff and students to inform future planning.	Staff are appropriately proactive in contributing towards achieving outcomes in our Divisional Te Tiriti Action Plan. We include the expertise of Māori staff in our area to review and further enhance departmental academic, research, service and administrative processes. We are working with hapū and iwi on research, teaching or initiatives to support research and outcomes that matter to them. Our curriculum and internal practices reflect mātauraka Māori and all students and staff are provided with opportunities to learn. Te Tiriti Domain outcomes are being achieved and we are consistently improving outcomes for Māori staff and students. There is an established understanding, awareness and integration of te ao Māori across our approaches. All staff have completed all modules (Courses 1-7) and wānanga of Te Rito. Evidence of bicultural training and/or kaupapa Māori and Te Tiriti training forms part of our departmental performance review processes. We are actively reporting and monitoring on the number of Māori staff and students to inform future planning, enhance departmental processes and show improvements across key Te Tiriti priorities.	Our Divisional/departmental operational processes have been reviewed with reporting showing evidential shift to a Tiriti approach. We have Māori leadership involved in all departmental decision making processes to continuously improve departmental academic, research, service and administration. Our kaimahi Māori retention rates are (more than) equal to population numbers and included in designated leadership roles. Staff who have completed Te Rito are scaffolding into other courses or completing qualifications in te reo, tikanga or te ao Māori. Māori perspectives and pedagogies are included in papers and course work, and in all recruitment, induction, and promotion processes for staff. Māori-led research and kaupapa Māori research-informed solutions are contributing to local, national and global issues. Māori staff networks and Māori students' associations are fully resourced and flourishing. Māori student numbers completing papers and programmes meet or exceed TEC and Otago benchmarks. Māori student evaluations and Graduate Opinions surveys consistently achieve > 90% satisfaction. There is continuous improvement and quality peer reviewed integration of te ao Māori, mana whenua and tangata whenua priorities throughout our departmental processes.
Kākano Sowing the seeds <i>Potential, at developmental stages.</i> Understanding & Awareness: knowledge of Te Tiriti Domain priorities.	Pihinga Early growth <i>Building momentum</i> Current Practice & Evidence: what the Dept. is doing now, including strengths & capability building.	Māhuri Strong growth <i>Adaption & momentum</i> Gaps & Challenges: areas that need more attention or resourcing.	Puāwai Flourishing <i>Continuous renewal</i> Opportunities & Next Steps: aspirations & new directions; embedding change.	